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Educational Writings

I. COMMENT ON CURRENT PUBLICATIONS

Description of teachers' duties.—The work of the teacher is, comprehensively, education. This is the sense in which the title of this book¹ is to be interpreted. The book relates not primarily to the teacher, but rather to the processes and conditions effective control of which constitutes education. It therefore deals primarily with the problems of education in general. The major portion of the book is concerned with the *principles* of teaching and of classroom management. Naturally the teacher is intimately involved in such discussion, since application of the principles is her task.

Things treated are: aims of education, the pupil's nature, the curriculum, the material conditions of education, school discipline, assignment of lessons, the recitation, the study-period, measuring results, attendance, records and reports, elementary theory of statistics, with a final short and general chapter dealing with the teacher.

The book contains that accumulation of practical wisdom arrived at by every successful supervisor and teacher—slightly tintured as this is at present in the practical field with the results of scientific experimentation and statistical investigation. It contains the kinds of information that the experienced supervisor will try to develop in the inexperienced beginners. As a textbook, therefore, its special value will be for giving novices an introduction to the problems of the field.

Each chapter is provided with a copious list of exercises, and with bibliographical suggestions for collateral readings.

J. F. BOBBITT

A new junior high-school text in business practice.—There is a growing recognition of the need for a simple informational course in the essentials of common business practice which have most frequent occurrence in the

¹ EMMOR DAVIS SHELDON, *The Work of the Teacher*. New York: Macmillan, 1918. Pp. xvi + 342. \$1.50.

lives of the ordinary citizen. The eighth-grade arithmetic course has vainly attempted to give this insight into business methods through its treatment of the *applications of percentage*. Unfortunately, the emphasis has been upon arithmetical computation rather than upon a thorough understanding of the nature of business practice.

In a recent book¹ the author has completely reversed this traditional emphasis. The large social point of view underlying the book is suggested by a quotation from the preface:

"However skilled a man may be in science or in art, if at the same time he is ignorant of everyday business routine, he is at the mercy of unscrupulous people with whom he may deal. Or, however skilled a woman may be in domestic arts, if she does not know the best methods of buying, saving, and investing, she is seriously handicapped. These are matters touching the lives of all, and they are of such vital import in the stress of mere living that they should find a place in the educational program of every school."

Exchange, money, credit; banking and savings institutions; insurance; property; investments; letter-writing and personal accounts, are the chapter headings about which the material in the book is organized. After reading the preface and noting this happy selection of topics, the reader would certainly think that the authors have made a significant contribution to this field. Indeed they have done a real service in showing how these topics relating to general business methods can well be taught from the informational and social point of view.

This book will extend the information of the teacher of arithmetic in a most helpful way. In view of the very unique choice in the organization of material which the authors have made, the reviewer is rather reluctant to point out the tendency in the book to reflect a somewhat heavy legal, and definitional, terminology which certainly renders the book less valuable from the standpoint of its use as a text. The objection is not to the choice of content, but to the style of presentation. The feeling that the pupil will not be able to see the connection between the topics discussed and his own personal future business needs is often present. On the whole, however, the book is a decided improvement over anything that heretofore has been available and is an approach to the type of course in general business practice that is being advocated today by many students of school curricula.

A manual of principles of method in teaching elementary subjects.—Years commonly elapse between the scientific discovery of principles of "learning"

¹ SCHUCH and GROSS, *Elements of Business*. New York: American Book Co., 1919. Pp. 216.

and their eventuation in improved methods of teaching children. Interesting examples can be found in the teaching of reading, writing, arithmetic, and spelling. Among the important agencies for such modification of school practice are the reports of committees like the Committee on Economy of Time of the National Education Association. These reports have appeared as Part I of the *Fourteenth*, *Sixteenth*, and *Seventeenth Yearbooks* of the National Society for the Study of Education. They have put before school men, in compact form, important suggestions for the elimination of obsolete and unessential material in the elementary-school curriculum.

The fourth report,¹ which has just been distributed, is a carefully organized compilation of *principles of methods* in teaching, which have been derived from scientific investigation of how children learn. The report gives systematically arranged rules of procedure for the teacher in reading, writing, arithmetic, and spelling, and, to a limited extent, in drawing and music. These statements are made by W. S. Gray, F. N. Freeman, W. S. Monroe, Ernest Horn, Fred Ayer, and C. E. Seashore, respectively. Each summary consists of twenty-five to fifty definite rules which have been found by experimentation and observation to guide in the most helpful way the teaching of these four subjects. The form may be illustrated by quotation from Mr. Freeman's discussion of "Principles of Method in Writing":

"The downward strokes of the letters should be toward the body or nearly perpendicular to the edge of the desk. This produces a slope in the writing which is approximately equal to the angle through which the paper is tilted (about thirty degrees from the vertical). In right-hand writing this causes a forward slant and in left-hand writing, a backhand slant."

"Evidence (experimental and observational). Experiment indicates that a movement perpendicular to the edge of the desk is more rapid and easier than one which is in the direction of the long axis of the forearm, which would produce vertical strokes on the paper (19). This direction of the strokes has the further advantage of having them point toward the eyes and probably greatly diminishes a tendency to turn the head which would be produced by strokes in a different direction. Experience and observation indicate that this direction of strokes is common and natural."

The writers have aimed to summarize the basic psychological principles, best methods of arranging material, and proper distribution and length of practice drills. The teacher can make immediate use of many parts of this

¹ *The Eighteenth Yearbook*, National Society for the Study of Education, Part 2, *Fourth Report of the Committee on Economy of Time in Education*. Bloomington, Ill.: Public School Publishing Co., 1919. Paper. Pp. 123.

publication. The review editor believes that these "rules" or "principles" can be followed with the assurance that they rest upon a careful evaluation of experimental, observational, and statistical evidence.

Attention should be called especially to the important contribution of Professor Seashore in his discussion of "The Rôle of a Consulting Supervisor in Music." For years Professor Seashore has been conducting scientific studies of musical talent. In this yearbook he summarizes in a few pages the basic conclusions from his investigations. He reports a series of six tests which experience has shown can be relied upon to discover and classify degrees of musical talent. The tests are group tests (phonograph records which can be purchased for a small sum and can be used with public-school children in the fifth grade and above). His conclusions are of far-reaching importance in public schools—so much so that a brief quotation should be made from them:

"The records of children in any school will show some very astonishing results, among which the following may be mentioned: (1) There are enormous differences among individuals. In the sense of pitch, for instance, one pupil may have two hundred times the natural capacity of another. (2) None of the six capacities here measured shows any marked correlation with intelligence as indicated by the intelligence quotient. (3) The variation with age is small and secondary. Such variation as we do find is due to lack of application rather than to absence of capacity. (4) Each of these capacities is independent of the other, i.e., a child may be superior in one capacity and inferior in one or more of the other talents; we discover types (kinds) of musical capacity. (5) These types and quantitative ratings are permanent personal equations. After a fair test at the age of ten, we can pronounce upon the capacity which may be predicted for the rest of life. Talent is not a thing to be acquired; it is a gift, inborn. (6) There is but very slight correlation between the amount of musical education given and the possession of musical talent. (7) A very large percentage of superior musical talent was undiscovered before being revealed by the tests. These few gleanings from a large array of findings may suffice to show the practical significance of the data."

An important manual of tests for the elementary commercial subjects.—

For some years commercial tests called the National Business Ability Tests have been used as the basis of the efficiency employment register of high-school graduates now being offered by the United States Employment

Service in New York City. To the present time these tests¹ have been available to but few public-school people. They are now reported together with a description of their derivation by their author, Mr. Sherwin Cody.

Nineteen tests are presented for abilities demanded for success in commercial employment. Such employment includes office boys, general clerks, sales people, and the relatively small number of stenographers and book-keepers on which commercial courses have hitherto centered attention. The tests include (1) a test for tabulation (mental alertness); (2) reproducing instructions; (3) a test for invoicing; (4) tests on fundamentals in arithmetic; (5) business arithmetic; (6) English tests, based on the spelling, grammar, punctuation, and business usage required for good letter-writing; (7) an elementary test in letter-writing; (8) answering letters; (9) stenographic tests; (10) copying for the mimeograph; (11) addressing envelopes with a pen, and filing.

Complete directions are supplied for giving and scoring the tests. The author gives a clear discussion of methods of measuring classes and teachers, tabulating results, computing averages, and making rough graphs to picture the results.

We believe this material ought to be made accessible not only to teachers of commercial subjects in the high schools, but to teachers of the elementary grades generally. The designers have done two very important things by standardizing a series of commercial tests and insuring that they rest on a socially useful content. This material should have an important influence on the content of courses of study in elementary English, arithmetic, and business practice.

The Gary school survey (continued).—The “modernization” of a school program as planned in Gary is a very difficult if not impossible task. This is shown by the reports on *Industrial Work*, *Household Arts*², and *Physical Training and Play*³ of the Gary Survey. The “Gary Experiment” has attracted attention particularly because of the very large proportion of time devoted to special activities, industrial work, elementary science, household arts, and physical training and play. Comments have been made in a previous issue of this *Journal* to the effect that the centering of attention on such special subjects has operated, as it necessarily must, to the detriment of

¹ SHERWIN CODY, *Commercial Tests and How to Use Them*. The ninth volume in the School Efficiency Monographs. Yonkers-on-Hudson, N.Y.: World Book Co. Pp. vii+216. Kraft binding. \$0.99.

² EVA W. WHITE, *Household Arts; the Gary Public Schools*. New York: General Education Board, 1918. Pp. xix+49.

³ L. F. HANMER, *Physical Training and Play*. Pp. xix+35.

the basic school subjects, reading, writing, arithmetic, spelling, geography, and history. At the same time it is shown by the reports on the special subjects themselves that they have not been organized and taught as planned in the theoretical scheme set up for Gary.

a) Analysis of the curriculum, observation of instruction, and the giving of tests in household arts lead to the conclusion that to try to operate an elementary public school on a commercial or production basis will defeat the primary purposes of instruction in a school subject. Miss White's report shows that the work in cooking in Gary centers about the cafeteria, that there is no systematic course of study, that preparation of food for the cafeteria forms the basis of the work, and that the use of young children as helpers in the lower grades does not lead to their receiving instruction from the older children or from the teachers. A quotation will make clear the confusion that arises in trying to organize a course of study on such a production or commercial basis:

"So also the cafeteria. Much is to be said in its favor. Pupils learn to work with proper regard for time, to handle quantities, to consider money values, to contrive dietetic combinations. Thus the cafeteria not only supplies the school lunch, but enlarges the scope of school work in cooking and gives practical point to the child's effort and interest. But danger lurks in the division of responsibility. One and the same individual at one and the same time teaches cooking and conducts a commercial enterprise: few persons are equally interested and equally effective in both fields. When, for example, the instructor's attention inclines to the commercial side, the scope and opportunity of the pupils inevitably suffer. Little or no risk can be taken with the food, for the quantities are large and the hour approaches. The practical cook therefore scarcely realizes how often she prompts the pupils or does things for them; nor does the teacher realize how small a part of the responsibility for the menu is borne by the children. The theory is sound that children must learn to cook by cooking. But in practice, the importance of the immediate practical interests at stake seriously compromises the educational view point. . . .

"To achieve the desired results, cooking needs to be taught under conditions as nearly like those of the home as can be devised and as are practicable, the endeavor being to train a girl so thoroughly that she will be able to think in home terms. This requires a laboratory kitchen so that the instruction will not be sacrificed to the demands of serving the noon lunch."

That the same situation holds in sewing is shown by a further quotation:

"Instruction in sewing at Gary centers around the practical needs of

the children. Accordingly, no course of study is marked out. Pupils work on what they want or need to make, or on garments provided at the request of parents."

b) Many of the same comments are made by Mr. Hanmer with respect to physical training and play. Physical education centers around the work of the playground. The whole discussion "suggests public playgrounds where children gather to amuse themselves out of school hours rather than school work, where definite ends in the way of physical development are sought. In so far as children play freely on the playgrounds after school hours, the Gary arrangement is a wholesome one; but the same kind of freedom cannot be allowed children in their physical training work during school hours . . . without losing much of the good which comes from systematic exercises under intelligent guidance."

The report shows that while physical education is given a larger percentage of the total school time of the child than any other subject in the curriculum (24 per cent against 14, 14, and 12, respectively, for drawing and shop, auditorium, and reading), nevertheless "free play" predominates dangerously near to the exclusion of everything else. Detailed examples are given to show that educational and systematic aspects of physical training are minimized. Similarly, athletic activities which largely center around basket-ball and baseball result, not in a thoroughgoing attempt to draw in all children of varying degrees of aptitude in athletics, but in concentrating attention on the training of a few team players. In physical training, as with other special activities in the Gary school system, the execution of the plan "falls far behind the conception and intention" of its designers.

A history of the development of educational opportunity.—Professor Jackson states the purpose of his new book¹ thus: "It is the aim of this study to set forth the conditions and movements which have extended the privilege of education to those who, in the beginning of educational theory and practice in Western Europe, were neglected." There are nine chapters, treating of education in Greece and Rome, in the mediaeval period, Renaissance and Reformation, the seventeenth, eighteenth, and nineteenth centuries, of the abnormal child, and a concluding chapter.

The evolution as set forth by the author shows that the privilege of education, which was measured at first almost wholly by ability to pay for it, gradually was extended, through philanthropy, state aid, and state support; that the classes which benefited were increased from the wealthy and

¹ GEORGE L. JACKSON, *The Privilege of Education*. Boston: Richard G. Badger, 1918. Pp. 143.

special classes, like the clergy or well born, by the addition of the poor; and finally by practically all classes, with respect to the privilege of elementary education; that control of education passed out of the hands of the church to secular authorities; that the curriculum was changed from a religious to a secular content; that it was not until well into the nineteenth century that the conception of real privilege of education was reached, namely, that systems should be established "common to all for the purpose of making it possible through education to sift out talent, or to raise the index of class status" (p. 93). Later extensions of the privilege of education were first to girls, through the founding of special schools and colleges, and the development of coeducation; and secondly to the abnormal child. In motive the privilege was extended so that it related, not merely to the laying of a foundation for habits of action, but also to the broadening of the child's experience by enriching the course of study.

Opposition to the growth of the privilege of education arose from the fear of the aristocracy that there would be "over-education," and that this would promote a rapid growth of liberalism and perhaps revolution; secondly, from denominationalism, which saw in secular schools a danger to religion and church control of education. These forces were overcome principally by the growth of democracy.

Professor Jackson thinks that, relatively, the privilege of secondary education has advanced but little in the course of two thousand years and that in Europe it is still largely class education. While in one sense the privilege has been extended in the United States, so that any child has the opportunity of secondary education, in fact the system is organized for the select few, since the course of study is reserved for the "élite." The fundamental features, language and mathematics, and even the modern subjects of history and science, are organized and taught as the older studies in method and purpose. Instead of "identical" we need "equal" opportunity. The privilege of education should be extended and diversified so that "the secondary school may offer to the various abilities and desires, which the large number attending makes inevitable, an equal opportunity in many lines and something that each pupil shall feel is productively worth taking" (p. 140).

In a book of this kind, covering in a brief space two thousand years or more in time, there are naturally some broad generalizations which the layman has to take more or less on faith. The specialist, however, is aware that many assertions of this character rest on a very insecure foundation, and are of little value without some qualification. In his chapter on educa-

tion in the seventeenth century the author says (p. 67): "The Dutch in Pennsylvania and New Jersey made the same provision for parochial schools as in New York. The Quakers also maintained a school in connection with every church in which both boys and girls were taught to read and sometimes to write and cipher." So much evidence is needed to support such statements that one suspects that this is Professor Jackson's *opinion* rather than what he knows to be the *fact*.

However, this little book does put in brief space and in a more satisfactory way the subject discussed than any other account known to the reviewer. It is well worth reading by everyone who wishes to appreciate what a long and hard struggle it has been to bring the privilege of elementary education to its present status, and how much more must be done in order to make the privilege of secondary education really worth accepting by the toiling masses.

MARCUS W. JERNEGAN

School surveys made by the Bureau of Education.—Within the past month four school survey reports have been received from the Bureau of Education, three city surveys, and one state survey. The city school surveys were made in Wilmington, Delaware (an industrial survey), in Elyria, Ohio (a general city survey), and in Columbia, South Carolina. We list (under "Publications Received") the reference to the State School Survey of South Dakota.

The Columbia Survey¹ was directed by Dr. Frank F. Bunker, of the Bureau of Education. It is a straightforward analysis of the capacity of Columbia to support schools and of the extent to which it is doing so. It takes full account of the historical background of educational development in Columbia, without which no adequate interpretation of present abilities and needs in the city could be made. It is shown that the city has unusual ability to finance schools when compared with cities of its type, but that it is doing so very meagerly; that insufficient maintenance of schools has resulted in entirely inadequate salaries. Helpful comparative tables supply the factual basis for such statements. The meager salary schedule is paralleled by the very short tenure in teaching and low standards of training and equipment of the teachers themselves.

The report shows that insufficient maintenance of school work limits the activities which are attempted to such an extent that, for example, there

¹ *The Public Schools of Columbia, S.C.* Bulletin No. 28, 1918, United States Bureau of Education. Pp. 192.

are no kindergartens in the public system; there are several hundred "exceptional" children for whose needs no special or individual instruction has been worked out. Definite recommendations are made that classes for the feeble-minded, blind, and deaf and the otherwise "exceptional" should be provided. There is no provision for instruction in agriculture or in school-supervised home gardens, in spite of the fact that Columbia is the center of a large rural area; neither manual arts nor household economy are taught in the elementary grades, and but little in the high schools. A somewhat over-detailed analysis is made of such needs, and very definite recommendations are made for the improvement of the situation.

Just as the school activities in Columbia are hampered by insufficient maintenance, so the supervision is shown to be entirely inadequate. The comment has been made repeatedly in survey after survey, as it is made here in the Columbia report, "the principals do not supervise." Since they have to teach full time, supervision either of class instruction or of methods of classifying, marking, grading, and promoting pupils has lacked co-ordinated direction. The administrative and teaching staff is brought into touch with examples of progressive school practice and of best expert judgment upon each of such activities. The judgment of the survey staff with respect to results of instruction is based upon the interpretation of standardized tests which were given in spelling and in arithmetic. These are regarded merely as illustrative of the work done in the fundamental subjects.

That the report is systematic, objective, and complete may be further illustrated by the fact that the "holding power" of the school system is carefully determined by an objective study of the school census, the compulsory attendance situation, the problems of overage, retardation, "repeating," and dropping-out of Columbia children. Again, definite recommendations are made with respect to each activity for future carrying on of the work. At the close of each section of the report, both general and specific recommendations are summarized in a way helpful not only to the local school officials, but to public-school administrators who wish to apply the method of investigation and the findings to the analysis of their own school practice. A summary of general recommendations rounds out the entire report.

The third city survey to be reported from the Bureau of Education recently is one by Fred C. Whitcomb on *Industrial Education in Wilmington, Delaware*.¹ The survey is devoted to (1) a study of the schools to determine

¹ Bulletin No. 25, 1918, Bureau of Education, Washington.

the nature and amount of present educational provision; (2) a study of local industries to determine the nature and extent of vocational opportunity; (3) a study of existing training-provisions for trades and industry; (4) a series of recommendations covering a desirable industrial education program.

The author has prepared a series of tabulations covering school training, retardation, vocational interests, vocational experience, and family history of boys and girls between the ages of thirteen and sixteen. These tabulations are of especial interest because they cover the history of these young people both in school and in industry. They show very clearly that neither the school nor the industry has provided adequately for the treatment of young people of this age.

The present limited and more or less formal offering in industrial courses is criticized, and a program of extension is recommended for both the elementary and the high school. It is urged especially that part-time co-operative and short unit evening-school courses be developed for trade workers. The bulletin will prove most helpful to educators because of its treatment of the questions centering around pupils who tend to leave school at fourteen years of age.

E. T. FILBEY

II. BRIEF DESCRIPTIONS OF SELECTED PUBLICATIONS¹

SAMPSON, S. O. *Effective Farming*. New York: Macmillan, 1918. Pp. xxiii + 490. \$1.32.

Effective Farming is a new textbook in the field of agriculture. Its aim as stated in the preface is "to present instruction in practical agriculture in such a way as to be readily understood by both pupil and general reader, and to be directly adaptable, at the same time, to the needs of classroom and laboratory." In accomplishing this purpose the author has included material on plant study, soils, Indian corn, small grains, grasses, legumes, potatoes, sugar-cane, cotton, tobacco, fruit-growing, vegetable-growing, feeding farm animals, horses, beef and dual-purpose cattle, dairy cattle, dairying, sheep, swine, poultry, farm machinery, and farm management. One could not expect any more than an outline or encyclopedic treatment of so many topics in the compass of 490 pages. In spite of this handicap, the author has written a valuable book. He does not attempt to give all there is to say on any one subject, but simply enough to arouse interest in

the topic. To satisfy this interest when aroused the most up-to-date discussions of the topic are cited. These are given at the end of each chapter, along with questions and exercises and pedagogical aids which will prove of considerable value to students and teachers.

Organization and Administration of Intermediate Schools in Boston. Bulletin No. XVII of the Department of Educational Investigation and Measurement. Boston, 1918. Pp. 75. Paper. \$0.07.

A report primarily to principals and superintendents, of the historical development of methods of instruction and present status of junior high schools in Boston. The intermediate or junior high school in Boston includes the seventh, eighth, and ninth grades. This bulletin summarizes current thought and practice concerning the organization of intermediate grades. It shows the conditions out of which junior high schools were demanded and finally introduced in Boston. It discusses the important features of administration and supervision, preparation of teachers, modifications in course of study, and differentiation in methods of instruction. The report should be of definite service to administrative officers generally, especially those who are engaged in reorganizing their intermediate grades.

III. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

LASELLE, MARY A. *The Home and Country Readers.* Books Two and Three. Boston: Little, Brown & Co., 1918. Pp. 282+347. \$0.65 each.

McFEE, INEZ N. *The Teacher, the School and the Community.* New York: American Book Co., 1918. Pp. 256.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "The Professional Preparation of High-School Teachers," *Eighteenth Yearbook*, Part I, 1919. Pp. 372.

DEPARTMENT OF EDUCATIONAL INVESTIGATION AND MEASUREMENT. *Organization and Administration of Intermediate Schools in Boston.* Bulletin No. XVII, City of Boston Printing Department. Boston, September, 1918. Pp. 75.

B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS
AND PUPILS

- BAILEY, CAROLYN SHERWIN. *What to Do for Uncle Sam*. Chicago: A. Flanagan Co., 1918. Pp. 220. \$0.75.
- MOSELEY, EDWARD LINCOLN. *Trees, Stars and Birds—A Book of Outdoor Science*. Yonkers-on-Hudson, N.Y.: World Book Co., 1919. Pp. viii+404+xvi. \$1.40.

C. BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- ADDAMS, JANE. *World's Food and World Politics*. Chicago: National Conference of Social Work, 1917.
- ANDREA, H. *Home Canning, Drying and Preserving*. New York: Doubleday, Page & Co.
- BRADLEY, ALICE. *Lessons in Food Values and Economical Menus*. Boston: Farmer School of Cookery. \$0.25.
- CARVER, THOMAS N. *Principles of Political Economy*. Boston: Ginn & Co., 1919. Pp. ix+588. Cloth. \$1.96.
- CHAPIN, HENRY D. *Health First*. New York: Century Co., 1917. Pp. 221. \$1.50.
- CRANDALL. *A Manual of Household Accounts*. Boston: Whitcomb & Barrows, 1917. \$2.00.
- CRUESS, WILLIAM V. *Home and Farm Food Preservation*. New York: Macmillan, 1918. Pp. xxiv+276. \$1.25.
- CUNIBERTI, J. L. *Practical Italian Recipes for American Kitchens*. Janesville, Wis., 1918. \$0.50.
- DEPARTMENT OF PUBLIC CHARITIES, CITY OF NEW YORK. *Basic Quantity Food Tables*. For sale by Municipal Reference Library. New York, July, 1917. \$1.25.
- FULTON, MAURICE GARLAND. *Bryce on American Democracy*. New York: Macmillan, 1919. Pp. xxiii+388. \$0.32.
- GILLETT, LUCY H. *Relation of Food Economics to the Nutritive Value of the Diet*. Chicago: National Conference of Social Work, 1917.
- GRAVES, LULU. *Modern Dietetics*. St. Louis: Modern Hospital Publishing Co., 1917. Pp. 226. \$2.00.
- HILL, J. M. *Economical War-Time Cook-Book*. New York: Sully, 1918. \$0.50.

- HUGHES, D. M. *Thrift in the Household*. Boston: Lothrop. \$1.25.
- INGRAM, F. *A Community Kitchen in a Neighborhood House*. Chicago: National Conference of Social Work, 1917.
- KING, CAROLINE. *Caroline King's Cook Book*. Boston: Little, Brown & Co., 1918. \$1.50.
- KINGSLEY, CHARLES. *Westward Ho!* New York: Macmillan, 1919. Pp. xv+483. \$0.32.
- MANLEY, EDWARD. *Nicolas' Carnet De Campagne*. Chicago: Benj. H. Sanborn & Co., 1919.
- MERRITT, ANNA. *Kitchenette Cookery*. Boston: Little, Brown & Co., 1917. Pp. 112. \$1.00.
- OGG, FREDERICK A., and BEARD, CHARLES A. *National Governments and the World War*. New York: Macmillan, 1919. Pp. viii+603. \$2.50.
- POWELL, LYMAN P., and POWELL, GERTRUDE W. *The Spirit of Democracy*. Chicago: Rand McNally & Co., 1918. Pp. xvi+272. \$0.80.
- RHAR, M. J. *The Dress You Wear and How to Make It*. New York: Putnam. \$1.50.
- SPEARE, MORRIS EDMUND, and NORRIS, WALTER BLAKE, editors. *World War Issues and Ideals*. Boston: Ginn & Co., 1918. Pp. xi+461.
- STEWART, ANNA. *Social Problems: Outlines and References*. Boston: Allyn & Bacon, 1917. Pp. vi+233. \$0.75.
- STEWART, F. E. *Lessons in Cookery*. Book One, *Food Economy*. Chicago: Rand, McNally & Co., 1918. \$1.25.
- TALBAT, A. H. *Thrift Clothing*. New York. \$0.50.

D. PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION AND SIMILAR MATERIAL IN PAMPHLET FORM

- RYAN, W. CARSON, JR. *Vocational Guidance and the Public Schools*. Bulletin No. 24, 1918, Bureau of Education. Pp. 151.
- JARVIS, CHESTER D. *American Agricultural Colleges*. Bulletin No. 29, 1918, Bureau of Education. Pp. 125.
- The Educational System of South Dakota*. Bulletin No. 31, 1918, Bureau of Education. Pp. 304.
- Cardinal Principles of Secondary Education, A Report of the Commission on the Reorganization of Secondary Education*. Bulletin No. 35, 1918, Bureau of Education. Pp. 32.

STOREY, THOMAS A., and SMALL, WILLARD S. *Recent State Legislation for Physical Education*. Bulletin No. 40, 1918, Bureau of Education. Pp. 35.

NATIONAL EDUCATION ASSOCIATION. *Teachers' Salaries and Cost of Living*. July, 1918. Pp. 71.

PRINCE, ETHEL A. *Mental Hygiene and the War*; IRWIN, ELIZABETH A. *An Experiment in Grading*; BARNEY, MARTHA A. *Organization of an Ungraded Class Center*. New York City: Ungraded Teachers' Assn., January, 1919. Pp. 106.

E. MISCELLANEOUS BOOKS

BOWER, WILLIAM CLAYTON. *A Survey of Religious Education in the Local Church*. Chicago: The University of Chicago Press, 1919. Pp. xv + 177. \$1.25.

FRIDEL, V. H. *The German School as a War Nursery*. New York: Macmillan, 1918. Pp. 270. \$1.30.

GREENLAW, EDWIN, and HANFORD, JAMES HOLLY. *The Great Tradition: A Book of Selections from English and American Prose and Poetry*. Chicago: Scott, Foresman & Co., 1919. Pp. xxii + 679.

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